



Department of
Education

Shaping the future

Port Hedland Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Port Hedland Primary School is located in the Cooke Point area of Port Hedland, within the Pilbara Education Region.

Opened in 1973, the current campus was established in 1998 following the school's amalgamation with Cooke Point Primary School. The school grounds are attractive and well maintained.

Port Hedland Primary School became Independent Public School in 2015. It has an Index of Community Socio-Educational Advantage of 991 (decile 5).

Currently, there are 546 students enrolled from Kindergarten to Year 6.

Parents and the wider school community provide support to the school through the work of the School Board and the Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit presented an honest account of the school context and operations.
- In preparation for the Public School Review, the staff worked collaboratively and consultatively in teams for each of the six domains of the Standard. Consensus and general agreement resulted from discussions and analysis of the evidence selected for submission.
- The Principal reported that embedded collaborative practices provided a substantial base upon which to prepare effectively for the Public School Review.
- An extensive tour of the school provided an insight into the unique context of their location, further enriching the validation process.
- Staff, students, families and community members participated enthusiastically in the validation process, demonstrating a genuine understanding of their school.
- It was generally agreed that the school self-assessment process provided an opportunity to validate the good work and achievements of the staff, students and community. It provided focus for and understanding of their school improvement journey.

The following recommendations are made:

- Continue to engage staff in school self-assessment processes, facilitating reflection on school performance against the Standard.
- Continue to use the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.
- In future ESAT submissions, develop a succinct and relevant collection of quality evidence to describe the essential indicators of performance, as outlined in the Standard.

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Relationships and partnerships

A commitment to building a culture founded on mutual respect and trust has been prioritised, contributing to positive relationships between staff, students and families, and high reputational acknowledgement from the wider community.

Commendations

The review team validate the following:

- Communication platforms such as Seesaw, Wednesday Wrap Up, School Star/Email, weekly staff memo and the school website provide timely, tailored and accessible information for parents and staff.
- The school's partnership with the BHP mining company, network schools, external education providers, community groups and businesses contribute beneficial outcomes in support of students and a professional network for staff.
- Professional relationships between staff are strengthened through interactions that are constructive and purposeful. Multi-layered structures foster a strong collaborative culture.
- Respectful relationships between staff and students provide a foundation to address students' needs. Recognition and celebration of students' achievements further contribute to positive relationships.
- School Board and P&C members are knowledgeable and representative of their community, providing valuable insights into the opinions and perspectives of the community and strong advocacy for the school.

Recommendations

The review team support the following:

- Progress plans to strengthen relationships with the different cultural groups within the school.
- Provide opportunities to raise the profile and contribution of the School Board. Further strengthen Board members' involvement in school planning.

Learning environment

Strong advocacy for, and an understanding of, each student's personal circumstances is leading to a collective staff responsiveness in establishing a safe and welcoming place for all.

Commendations

The review team validate the following:

- A shared understanding by staff of established behaviour management processes, combined with clearly articulated behaviour expectations, is building an orderly and safe environment.
- A range of strategies have been implemented, such as 'Check in, Check Out', that are effectively addressing individual student needs and promoting high levels of student engagement.
- Staff are well supported by the Student Support team and the established processes and procedures to cater for students at educational risk. The development of a timeline for planning, implementation and review of Individual Education Plans provides further clarity and guidance.
- Enhancements to the physical environment have created stimulating and engaging areas that motivate students and support the achievement of school priorities. This is evident in the thoughtfully constructed indoor and outdoor spaces including a nature play area and well-resourced learning areas.

Recommendations

The review team support the following:

- Provide opportunity for students to have a voice in their learning and school decisions, including mechanisms for students to give feedback to staff on the impact of classroom teaching practice.
- Embed the Aboriginal Cultural Standards Framework across the school, ensuring staff have access to professional learning specific to the local cultural context. In consultation with the community, develop a Reconciliation Action Plan.
- Continue to closely analyse student behaviour data to monitor the effectiveness of implemented programs, processes and practices.

Leadership

The Principal's attention to creating the conditions for respectful leadership, supportive of staff and community, has engendered a whole-school commitment to, and sense of accountability and ownership of, the school's vision.

Commendations

The review team validate the following:

- A 'ground up', strategic and measured approach is taken to the introduction of new initiatives. An instructional leadership model ensures change is introduced and managed in a timely, informed and inclusive manner, maximising staff buy-in and successful outcomes.
- Leadership is distributed and multi-layered. Instructional, team and curriculum leaders reinforce direction and focus, contributing to greater consistency of whole-school practices.
- Guided by the question 'where to from here?', regular feedback is prioritised. Explicit Direct Instruction leaders and curriculum coaches support implementation of the pedagogical instructional model, contributing to high levels of teacher efficacy and consistency.
- Numerous leadership opportunities are available in the school. The strengths, interests and aspirations of staff inform who leads and in what capacity. Leaders are supported in their roles through extensive access to professional learning.

Recommendations

The review team support the following:

- Continue to use data to drive new initiatives, ensuring staff are provided with professional learning to support implementation.
- Allocate time for staff and leaders to conduct peer observations and feedback.

Use of resources

The Principal and manager corporate services provide open and transparent management structures, in collaboration with the School Board, Finance Committee and staff.

Commendations

The review team validate the following:

- The office is well resourced and managed, ensuring the first encounter with the school is a positive experience for parents and visitors.
- Close alignment of the budget to school priorities and plans is evident, with comprehensive replacement and management plans for physical assets and resource acquisitions in place.
- Planning for targeted initiatives and student characteristics funding ensures deployment of physical resources and staff maximises the outcomes for students.
- A proactive P&C contributes considerable funds towards additional items such as furniture, school library resources and playground equipment.
- Extensive planning in resourcing the maintenance and development of the physical environment has created spaces that are fit for purpose and contributes to an aesthetically attractive environment.
- Significant financial support is provided through a partnership and formal agreement with BHP, providing funds to implement the Early Learning 0-3 year-old program.
- Consideration is given to strategic workforce planning to ensure future recruitment of staff targets the skillsets required to continue aligning with the context and direction of the school.

Recommendation

The review team support the following:

- Continue to develop the financial literacy of staff in relation to school resourcing.

Teaching quality

The school's focus on creating the pre-conditions of trust, collaboration and collective efficacy, is building a strong foundation to achieve the goal of quality teaching and success for every child.

Commendations

The review team validate the following:

- The Port Hedland Primary School Approach: Explicit Instruction Teaching and Learning Guidelines, scaffolded operational plans, and scope and sequences, support staff in their teaching.
- Professional Learning Community year level meetings provide support for teachers in their planning, teaching and assessment of the curriculum and whole-school practices. Assessment and moderation within these groups helps identify opportunities for differentiation, targeted intervention and extension.
- The analysis of student achievement data informs the differentiation and adjustments to learning. Teachers cater for students of all abilities through developed Individual Education Plans, Individual Behaviour Plans and extension programs.
- Parents are informed and involved in their child's schooling through regular posts of 'WOW' work on Seesaw, open nights and collaboration in the development of Individual Education Plans.

Recommendations

The review team support the following:

- Provide further professional learning and support for teachers to use assessments to plan for intervention and extension.
- Closely monitor the impact of whole-school programs on student learning.
- Continue to embed the agreed instructional model. Provide ongoing, targeted professional learning and support for staff to ensure fidelity of implementation in every class.

Student achievement and progress

There is a genuine sense of collective responsibility and acknowledgement by staff of student achievement data, which is building momentum in the development of a shared focus on improving student progress and achievement.

Commendations

The review team validate the following:

- A range of data is used to inform whole-school and class level planning from assessment tools such as Brightpath, NAPLAN¹, MultiLit, On-entry Assessment Program, iMaths, rubrics and Individual Education Plans.
- MultiLit programs in Kindergarten, Pre-primary, Year 1 and Year 2 have been implemented in response to the decline in student achievement and progress, evident in data from On-entry Assessment Program to Year 3 NAPLAN for literacy.
- The Curriculum, Assessment and Reporting Plan provides a consistent whole-school approach to the collection and analysis of data, providing heightened levels of accountability and scaffolded support for staff.
- Aware of the trend in student achievement and progress, the school has invested in programs and professional learning to address the decline in writing and reading. The implementation of Talk for Writing, Science of Reading, MultiLit programs and iMaths is showing positive results.

Recommendations

The review team support the following:

- Support teachers in the use of data to moderate and interrogate the effectiveness of their teaching on student outcomes.
- Monitor and pay close attention to the implementation of Classroom Management Strategies to reduce the impact negative student behaviour has on the classroom teaching and learning program.
- Provide opportunities for staff to engage in moderation processes within the school and with network schools to support consistency in teacher judgements for student achievement and grade allocations.

Reviewers

Maxine Augustson
Director, Public School Review

Jane Salt
Principal, Bayulu Remote Community School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy